DOCUMENT RESUME

ED 069 995 CG 007 616

AUTHOR	Faulkner, Brenda
TITLE	Your STAND on Health: 7391.01.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	72
NOTE	77p.; Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Communicable Diseases; *Curriculum Guides; Drug Abuse; *Drug Education; First Aid; *Health Education; *Health Programs; *Junior High Schools
IDENTIFIERS	*Quinmester Program; Venereal Diseases

ABSTRACT

This program is designed to present factual information and activities so that students may learn safety and first aid procedures; the physiological and psychological effects of substance abuse; and the signs, symptoms and consequences of venereal diseases. The course is aimed at junior high coeducational groups and was developed as part of a total effort by the Division of Instruction to adapt the quinmester administrative organization of schools to fit curriculum changes. The course consists of lectures, viewing of films, oral and written reports, follow-up discussions, and written and oral tests. Class periods are to be devoted to the mastery of the factual information presented and to the development of learning techniques appropriate to the grade level, maturity, and needs of the students. This unit of study is intended to provide a broad framework of goals, objectives, learning activities, and resources all related to this specific course of study. Teachers may adopt the model framework completely or select ideas to incorporate into their classroom instruction. (Author/WS)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

CG 007 616

YOUR S-T-A-N-D ON HEALTH

7391.01
7392.01
7393.01

HEALTH

5311.47
5312.47
5313.47

SCIENCE

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DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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Written by

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Revised by

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For the

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1972

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Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
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YOUR S·T·A·N·D ON HEALTH

I. COURSE GUIDELINES FOR COURSE NUMBER 7391.01 5311.47
7392.01 5312.47
7393.01 5313.47

A. Student Classification: Coeducational
B. Grade Level: 7-9
C. Level of Performance: Beginning
D. Suggested Prior Experiences: None
E. Subject Status: Required
F. Length of Unit: 9 weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BROAD GOAL

Junior High: 9.8410 (1) a, b, d, i, j

A. Description

YOUR S·T·A·N·D ON HEALTH is designed to present factual information and activities so that students may learn safety and first aid procedures; the physiological and psychological effects of substance abuse; and, the signs, symptoms and consequences of venereal diseases.

B. Methods and Evaluation

The course will consist of lectures, viewing of films, oral and written reports, follow-up discussions and written and oral tests.

C. Areas of Concentration

Class periods will be devoted to the mastery of the factual information presented and to the development of learning techniques appropriate to the grade level, maturity and needs of the students.

III. COURSE CONTENT OUTLINE

A. Rationale

This course of study was developed as part of a total

effort by the Division of Instruction to adapt the quinmester administrative organization of schools to fit curriculum changes.

The major intent of this unit of study is to provide a basic course fulfilling requirements of the Florida statutes for imparting information about the harmful effects of alcohol, tobacco and drugs as well as factual information about venereal disease and first aid.

This unit of study will provide a broad framework of goals, objectives, learning activities and resources all related to this specific course of study. Teachers may adopt the model framework completely or select ideas to incorporate into their classroom instruction.

B. Outline of Objectives

1. Safety - First Aid

a. Definition of first aid

b. Importance of a knowledge of first aid and safety procedures

c. The proper first aid procedures and precautions for various situations

1. Infections

2. Bruises

3. Shock

4. Fractures, dislocations and sprains

5. Wounds

6. Poisoning

7. Unconciousness

8. Burns

d. Proper way to apply first aid procedures, techniques, material and equipment

2. Tobacco

   a. Extent of smoking problem

   b. Reasons people smoke

   c. Development of dependence on tobacco

   d. A plan for smokers who want to quit

   e. Harmful chemicals in tobacco smoke

   f. Diseases caused by smoking

   g. Effects of smoking

   h. Precautions

   i. A stand on smoking

   j. Laws controlling tobacco usage

   k. Organizations to prevent smoking

3. Alcohol

   a. Nature of alcohol problem

   b. Reasons why people abuse alcohol

   c. Effects of alcohol on body

   d. Personality changes

   e. Signs and symptoms of withdrawal

   f. Consequences of alcohol abuse

   g. Alcoholics Anonymous

   h. Laws controlling alcohol usage

   i. Prevention programs

4. Narcotics

   a. Definition of a drug

   b. Differentiate between types of drugs

c. Describe medical uses of drugs

d. Physiological effects

e. Describe research underway

f. Tolerance and dependence on drugs

g. Describe withdrawal symptoms

h. Consequences to the individual and society

i. Federal and state controls

j. Reasons why people abuse drugs

k. Personal stand on drug abuse

l. A plan to influence students away from drugs

m. Compare programs for treatment and rehabilitation

5. Venereal Disease

a. Understand problem of communicable disease.

b. Differentiate between venereal diseases and other communicable disease.

c. Describe the nature and extent of the venereal disease problem.

d. Have a general knowledge of medical terminology.

e. Understand the effect of venereal disease in history.

f. Identify signs and symptoms of syphilis.

g. Understand that venereal disease is not confined to any particular age group or group of society.

h. Explain the ways germs of gonorrhea may enter the body.

i. Explain how gonorrhea can be diagnosed and treated.

j. Identify signs and symptoms of gonorrhea.

k. Understand the congenital aspects of venereal disease.

l. Understand steps in treatment of venereal disease patient.

m. Know location of local medical facilities available for the examination and/or treatment of venereal disease.

n. Develop a possible plan for solving problem of venereal disease among teenagers.

IV. OBJECTIVES AND LEARNING ACTIVITIES

A. Safety and First Aid

Objectives	Learning Activities
After completing the needed research and selected activities, the student will -	
1. Write a definition of first aid.	1. Lead a class discussion on accidents and accident situations the students have seen, experienced, or read about. Ask them to recall what was done for the victims at the scene of the accident before the ambulance or doctor arrived. Then have the students develop a definition of first aid.
2. Indicate the need and importance of first aid and safety procedures.	2 - 1. Ask the students to give reasons why they think a knowledge of first aid is important. Write these reasons on the board. Then discuss the reasons. 2 - 2. Let the students work in small groups and use books, magazines, newspaper articles, etc., contact different agencies in Dade County to obtain the following information: a. The number of accidents, deaths, permanent injuries, etc. that occur in Dade County each year b. The type and causes of accidents in Dade County c. The cost of accidents to the individual and society, such as crippling, loss of employment, etc. d. The five greatest causes of deaths among teenagers e. The legal implications of administering first aid When the students have the needed information, ask them to discuss it in class. Ask the students to react to this information.

Objectives	Learning Activities
	2 - 3. Ask the students to - a. Check around their house, yard, and school for situations that are conducive to accidents. Discuss these situations with their parents, teachers, etc. and try to remedy them. b. Make a list of the important telephone numbers that they might need in an emergency and put the list in a safe place where it can be easily accessible. c. Check the first aid kit, materials, etc. in their home. d. With their parents' permission and help, find out how to turn off the water and electricity in their home. Ask the students to discuss this activity in class.
	2 - 4. Have the students draw posters, cartoons, or write safety warnings, slogans, etc. that can be put up in the classroom, school or at home.
3. Describe the proper first aid procedures and precautions for various situations.	3 - 1. Have the students fill out a chart similar to Chart H in the Appendix for infection, bruises, and shock. Then discuss this information in a small group.
	3 - 2. Ask the students to write their own story or situation and ask the other students to determine the proper first aid that should be administered.
	3 - 3. Ask the students to determine - a. What constitutes a wound b. The possible results from uncared for or improperly cared for wounds

Objectives	Learning Activities
3. Describe the proper first aid procedures and precautions for various situations. (Continued)	c. The first aid for wounds 3 - 4. Ask interested students to research and report on the types of medicines, past and present, that have been and are being used to prevent infections. 3 - 5. Have the students, with their parents' permission and help, look at the labels of different products in the home that could be poisonous and read the antidote that should be administered before a doctor arrives. 3 - 6. Lead a class discussion on poisoning and the proper first aid for several specific cases. 3 - 7. Ask the students to work in small groups on one of the following special wounds. List the proper first aid procedures and possible consequences of these wounds. a. Wounds that may result in tetanus b. Wounds that may result in rabies c. Snake or animal bites d. Infected wounds e. Eye injuries 3 - 8. Have the students bring in magazines, newspaper aritcles, etc. that contain information on accidents. In a class situation, evaluate what was done or suggest what could have been done in that situation to administer the proper first aid. 3 - 9. Ask the students to differentiate between fractures and dislocations and sprains; the signs, symptoms, and the proper first aid procedures.

Objectives	Learning Activities
3. Describe the proper first aid procedures and precautions for various situations. (Continued)	3 - 10. Have the students choose an area of special interest or hobby such as skating, swimming, or boating and list safety precautions and procedures that a person engaging in such an activity should follow. Then give examples of accidents that could occur if these precautionary measures are not taken and proper first aid measures that should be administered. 3 - 11. Have the students write a play, short story, or radio script that tells about a teenager who was considered a hero because he administered the proper first aid. Give the students an opportunity to present their play, etc. 3 - 12. Ask the students to read about burns; causes, treatment, and possible consequences. Then have them list the different types of burns and the proper first aid procedures for each type of burn. 3 - 13. Ask the students to explain one of the following. a. Unconsciousness; causes and possible consequences b. First aid for unconsciousness c. Epileptic convulsions; causes, medication and possible consequences d. First aid for epileptic convulsions In a class discussion have the students share their work and recount any personal experiences with unconsciousness and/or epileptic convulsions.

Objectives	Learning Activities
4. Demonstrate the proper way to apply first aid procedures, techniques, materials and equipment.	4 - 1. Ask the students to work in small groups on one of the following: a. The circulatory system. Make diagrams, use models, etc. b. First aid for minor and severe bleeding c. When to use a tourniquet and precautions to observe d. Demonstrate how to tie and untie a square knot e. First aid for a nosebleed 4 - 2. Have the students pair up and make and apply the following bandages: a. Triangular and cravat head bandages b. Chest bandages c. Arm sling d. Cravat bandage on the elbow e. Dressings on different parts of the body f. Others The students can demonstrate the proper way to make and apply the different bandages and explain the precautions that must be taken when applying bandages. The different methods for sterilizing bandages can also be discussed. 4 - 3. Ask the students to work in groups and demonstrate one of the following:

Objectives	Learning Activities
4. Demonstrate the proper way to apply first aid procedures, techniques, materials and equipment. (Continued)	a. Different ways to apply artificial respiration and when to use it b. Apply splints to the forearm, palm, wrist and leg c. Correct way of moving a sick or injured person d. First aid for fractured ankle, leg, crushed foot and broken collar-bone. After students have demonstrated the proper first aid procedures, allow the other students to practice these procedures with the help of the group giving the demonstration. 4 - 4. Have the students form into groups to plan and present the following role-playing situations demonstrating the proper first aid procedures: a. A person has third degree burns. It will take one hour or more before a doctor can reach the scene of the accident. b. A person has lost a lot of blood. It is very cold and windy. c. A person has broken bones and stomach injuries. d. A person has large cuts and is un-conscious. e. A person has a punctured lung and has difficulty breathing. f. Others. Ask the students to work around the given situation and be as original as possible. For example, one member of

Objectives	Learning Activities
4. Demonstrate the proper way to apply first aid procedures, techniques, materials and equipment. (Continued)	the group administering first aid might become very excited and do something wrong. Then the other members of the group react to the new situation, etc. Make copies of the following questions and give each student a copy after the first group has finished their role-playing situation. Discuss the situation and have the students react to the questions. Questions about the role-playing situations: What happened? What did they (he) think when they (he) saw _____? What did they (he) do? Did anything else happen? What makes the situation a problem? Is there anything else they (he) should have remembered? What about the other people? What do you think is the biggest problem in this situation? What might they (he) have done? What would probably have happened if they (he) would have done ____ _____? What difference does it make if they administered the proper first aid? Who cares what they do?

B. Tobacco

Objectives	Learning Activities
After completing the needed research and selected activities, the student will -	
1. Indicate the extent of the smoking problem in the United States and relate it to advertisements past and present.	1 - 1. Divide the class into three groups to research and report on one of the following: a. The history of tobacco use. b. The number of people in different age groups that smoked from 1940 to 1970 in 10-year periods. Make graphs of this information and discuss the trends you can gather from your graphs and predict future trends. c. The advertisements for tobacco and its products before 1950. Read sample advertisements to the class and discuss them.
	1 - 2. Ask the students to bring in sample cigarette ads presently in magazines, etc. Then in a class discussion, analyze these advertisements: a. Discuss what they say and what they omit. b. Determine the feelings or emotions the advertisements are trying to appeal to. c. Compare these advertisements to those in activity 1 - 1c. Then ask the students to write, draw, etc., their own ads and then have other students in the class analyze and evaluate them.
2. List several reasons why people say they smoke.	2 - 1. Have the students ask adults who smoke at school, home or neighborhood why they smoke. Then have them summarize these reasons in class and rank them.

Objectives	Learning Activities
	For example, the reasons given most often would be first, etc. Relate these reasons to the discussion on advertisements.
3. Explain the development of tolerance, physical dependence, or psychological dependence on tobacco.	3. Ask the students to: a. Write a paragraph or more explaining the development of tolerance and physical dependence on tobacco; or b. Write a paragraph or more explaining the development of psychological dependence on tobacco; or c. Explain why it is hard to break the smoking habit.
4. Develop a plan or schedule that a smoker who wants to quit might follow.	4. Ask the student to develop a schedule or a list of "do's" and "don'ts" for the average smoker who wants to break the habit of smoking. Allow the students an opportunity to share their work.
5. Identify from a list several harmful chemicals found in tobacco smoke.	5 - 1. Ask the students to list the chemical compounds found in cigarette smoke and: a. Describe the effect they have on the body. b. List the diseases they cause. c. Explain the effect heat and the quality of tobacco has on these chemicals. Give the students an opportunity to share their information. 5 - 2. Look through Smoking and Health Experiments, Demonstrations and Exhibits and choose experiments and/or demonstrations that can be used with the class.

Objectives	Learning Activities
	5 - 3. Look through Chapter 15 in Exploring Life Science for an experiment on filters and one on the effects of tobacco on the pulse rate.
6. Explain two diseases caused by smoking; signs, symptoms, and consequences.	6 - 1. Have the students work in pairs and list the diseases caused by smoking. In a class discussion, list these diseases on the board. Then ask the students to choose one or more diseases and research and report on them. During the reporting period, have one student give the information he has on the disease, while the other students who also chose this disease listen. When this student is finished, ask the other students to add to this report. 6 - 2. Have the students work in small groups and do one of the following: a. On a drawing or diagram, trace the tobacco smoke through the respiratory system explaining how the smoke affects each part; or b. Compare and contrast the regular functioning of the healthy respiratory system with one affected by emphysema. The students can make diagrams to accompany their presentation; or c. Gather statistics that show the number of people who have and/or die of cancer, emphysema, and other diseases each year due to or worsened by smoking. The students can make graphs and charts with the information; or d. Explain the consequences of emphysema, cancer and other diseases, such as crippling, suffering, cost, etc. until terminated by death; or

Objectives	Learning Activities
	e. Write slogans, sayings, or warning signs about the dangers of smoking; or f. Recount personal experiences with people who have or had cancer, emphysema, etc. due to smoking. Allow the students an opportunity to display and present their information to the class.
7. Identify the effects of smoking on the different systems of the body.	7 - 1. Make copies of a chart similar to Chart G in the Appendix on the effects tobacco has on the different systems of the body and give each student a copy. Ask them to fill the charts in singly or in groups and discuss them in class. 7 - 2. Have the students make drawings, cartoons, charts, etc. showing the effects tobacco has on a person when he smokes the first cigarette.
8. List several precautions a smoker can take to prevent or slow down the occurrence of diseases due to smoking.	8. Have the students list the "don'ts" that a smoker must be aware of if he does not want to get cancer and other effects or get them as quickly, such as not smoking the cigarette to the "butt," etc. Give the students an opportunity to share and display their work.
9. Develop a stand on smoking.	9. Have one or more students present an argument against the statement, "I smoke because I want to lose weight." Ask the other students to add to these arguments. One student can act as a recorder and take notes on what is being said. When the students have finished adding information, the recorder can read what has been said and the class can determine what has been omitted.

Objectives	Learning Activities
10. Explain how laws control tobacco products and the ads for these products.	10. Ask interested students to research and report on the laws that control the sale, use, etc., and advertisements of tobacco and its products. Summarize this information.
11. Discriminate between the different tobacco products in terms of the effects they cause in the smoker.	11. Have three groups of students choose whether they want to represent cigars, pipes or cigarettes. Ask them to prepare, plan, and perform, or present a skit, panel discussion, short play, etc. entitled, for example, "Smoke Me" where half the people in each group present the reasons why they think people who smoke should smoke the product they represent. While the other half presents all the reasons why they think people should <u>not</u> smoke the product they represent. Before the skit, or other form of presentation, ask each student to rate which one of the three (cigars, cigarettes or pipes) he thinks is safest to smoke; which is second, and which is third. After the skit, etc. ask the students to compare their first response with the second. Tabulate the results on the board as follows: FIRST TIME - number of people who rated 1st 2nd 3rd cigars . . . . ____ ____ ____ cigarettes . . ____ ____ ____ pipes . . . . ____ ____ ____ Then repeat this for the SECOND TIME. Then ask the students to draw conclusions about the effectiveness of the presentations in changing peoples' minds by presenting facts and figures on the effects of smoking cigars, cigarettes and pipes.

Objectives	Learning Activities
12. Identify from a list several organizations that try to prevent people from smoking and give an example of the type of program they have.	12. With the students' help, list the different organizations that are trying to persuade people not to smoke. Then ask the students to: a. Explain what these organizations do; or b. Call or contact these organizations and ask for information, such as their goal, purpose and programs; or c. Evaluate the advertisements of literature these organizations produce. Ask the students to share their work. Then evaluate the efforts of these organizations and the results of this effort.

C. Alcohol

Objectives	Learning Activities
After completing the needed research and selected activities, the student will -	
1. Describe the nature of the problem that results from the abuse of alcohol.	1. Ask the student to choose one of the following. Then have the students work with the other students who chose the same alternative. a. Trace the history of the use of alcohol. Include, for example, the medicinal uses of and the different alcoholic beverages, prohibition, etc. Art work, etc. can be included; or b. Obtain statistics of the number of alcoholics in the United States, Florida and/or Dade County for ten-year periods beginning with 1950. Make graphs of this data. Compare graphs, interpret them and predict future trends. Give each group time to present their information, graphs, art work, etc. Then in a class discussion, summarize this information.
2. List several reasons why people abuse alcohol and suggest possible alternatives.	2. With the students' help, write down the possible reasons why people drink. Discuss these reasons. For each reason given, ask the students to suggest possible alternatives that may be available besides the use of alcohol.
3. Explain the effects alcohol has on one or more organs or body parts; the reasons why this occurs and the end result.	3. Ask the students to work in groups on the effects alcohol has on one of the following organs or body parts and present this information to the class. Have the students include the reasons why this occurs, if any, and the end results, if any. a. Kidneys b. Liver

Objectives	Learning Activities
	c. Brain d. Heart e. Blood vessels The students can make posters, drawings, etc. to help them in their presentation.
4. Describe a disease that an alcoholic might get as a result of malnutrition.	4. Write the following statement on the board: "I don't have to bother eating well, alcohol gives me the energy I need." Ask the students to discuss the statement and then research and report on: a. Beriberi b. Pellagra c. Cirrhosis of the liver Ask the students to include the signs, symptoms and results of these diseases in their report.
5. Indicate the extent of personality changes an alcoholic undergoes.	5. Encourage the students to discuss their own experiences with alcoholism. Then lead a discussion on the affects alcohol has on a person's personality. Relate the reasons why people drink to the reasons why they react as they do under the influence of alcohol.
6. Identify the signs and symptoms of withdrawal illness and the DT's that occur when an alcoholic stops drinking.	6. Ask the students to describe what happens when a person who has been drinking: a. Suffers withdrawal illness; or b. Has the DT's or delirium tremens. Have the students compare and contrast them and explain the possible consequences.
7. Explain several consequences to the individual and to the society that may result from alcoholism.	7. With the students' help, list the consequences of alcoholism to the individual and to society. Discuss these consequences, then lead a class discusion using the following questions: a. If alcoholism is such a prevalent disease, why isn't more done to try to cure and prevent it?

Objectives	Learning Activities
	b. What do you think can be done to prevent alcoholism?
8. Discuss the philosophy and/or programs of the Alcoholics Anonymous.	8. Ask the students to work in groups on one of the following: a. History of Alcoholics Anonymous; or b. The purpose and goal of the Alcoholics Anonymous; or c. The philosophy of the Alcoholics Anonymous; or d. The program of the Alcoholics Anonymous. Have the students report on their information. Discuss and summarize this information. Compare the Alcoholics Anonymous with other organizations such as the Weight Watchers, etc.
9. Explain the laws that control alcoholic beverages.	9. Have the students work in pairs on one of the following aspects of the laws that control the use, etc. of alcohol: a. Who can make alcoholic beverages b. Who can sell alcoholic beverages c. Who can drink alcoholic beverages d. The laws that relate to alcohol and driving e. Taxes on alcoholic beverages; why, how much, who gets them, etc.?
10. Evaluate what Dade County is doing to prevent alcoholism and to help alcoholics.	10. Ask the students to obtain the following information: a. What Dade County and/or Florida is doing to help alcoholics and prevent alcoholism

Objectives	Learning Activities
	b. What programs are available for alcoholics who want to stop drinking. In a class discussion evaluate these programs and make suggestions for additions, changes and/or improvements.

D. Narcotics

Objectives	Learning Activities
After completing the needed research and selected activities, the student will -	
1. Write a definition of a drug and distinguish between the different types of drugs.	1. Ask the student to use reference materials in the classroom and/or the library and: a. Develop a definition of a drug; and b. List the main types of drugs and write one or more sentences that describe the main difference between them. When the students are ready, lead a class discussion on this information. Review the definition of a drug and write the main types of drugs on the board.
2. Describe several medical uses of drugs.	2. Have the students work in small groups and list several diseases or disorders that are controlled, alleviated, or cured by the use of drugs. The student can fill in a chart similar to Chart C in the Appendix. When the students have completed the needed research and filled in the chart, let them share this information with the class. Summarize this information and make this available to each student by filling in a chart on the board or by asking some of the students to reproduce their charts on large sheets of paper and putting them on the bulletin boards.
3. Describe the physiological effects of a specific drug on one of the systems of the body.	3. Ask the students to work in small groups and: a. Choose one or more of the systems of the body; and b. Determine the effects that at least one type of drug has on this system or systems when it is used as a medicine and when it is abused.

Objectives	Learning Activities
	A chart similar to Chart D in the Appendix may be used. Try to encourage students to choose different systems and types of drugs so that each one is represented. When the students have finished, have them share this information with the class. Summarize this information and make this available to each student by asking the students to reproduce their charts on a ditto master and then make copies and distribute them to the class.
4. Describe the research underway to discover new applications of drugs as medicines.	4. Ask interested students to report on research that is being conducted to: a. Extend the use of drugs presently used as medicine b. Find medical uses for drugs not presently used as medicines c. Find new drugs to be used as medicines After the students have given their reports encourage the class to question the information and sources.
5. Explain the development of tolerance and physical dependence on drugs.	5. In a class discussion, explain the theory of homeostasis. Then have the students develop an explanation of: a. Tolerance; and b. Physical dependence on drugs. When the students are ready, go over these explanations. Then have the students: a. Fill in a chart similar to Chart E in the Appendix b. Determine the consequences of tolerance and physical dependence on drugs c. Determine the best way or ways to remove physical dependence on drugs

Objectives	Learning Activities
	d. Determine what the symptoms of withdrawal are and the consequences of withdrawing from certain drugs abruptly. Lead a class discussion on this information, allowing the students to participate as much as possible.
6. Describe what occurs if a drug addict withdraws abruptly from a habit-forming drug.	6. Make copies of the following situations and questions. Distribute them to the class. Ask the students to read the situations and respond to the questions. Encourage the students to discuss their responses and ask and answer questions. Consider the following situation: A group of young people thought they would "join the group" and try drugs. They are able to get some barbiturates and began to take them. They continued to do this for several weeks. They thought this drug wouldn't bother them and they could stop any time they wanted to. a. Why do you think they felt they could stop any time they wanted to? b. If they told you this, how would you reply? Actually, these young people had not only developed a tolerance for the drug, they had also developed a physical dependence for it. a. How do you think they knew they had developed a tolerance for the drug? b. When would they find out they had developed a physical dependence on the drug? c. How do you think they felt when they found out they were addicted?

Objectives	Learning Activities
	d. What would you do if this happened to you? How would you feel?
7. Explain the development of psychological dependence on drugs.	7 - 1. Lead a discussion on psychological dependence. Then ask the students to: a. Read about psychological dependence in reference books, etc. b. Determine the reasons why people abuse drugs and relate them to the development of psychological dependence. c. Explain the way or ways to remove psychological dependence on drugs. When the students are ready, ask them to share this information with the class and have them compare and contrast the different ways to remove psychological dependence on drugs and evaluate each in terms of its effectiveness.
	7 - 2. Ask the students to write a story about psychological dependence on drugs. The story can be divided into four sections as follows: a. Characters b. Action - what happened? c. Reaction - How did the people involved respond? What did they do or say? How did they feel, etc.? d. Results or consequences After the students have finished their story, let them read their stories to each other. The students can: a. Read the story up to "reaction" and ask the other students to finish it and then compare stories.

Objectives	Learning Activities
	b. Read the story up to "results or consequences" and have the other students complete it and then compare stories. c. Read the story and then ask the other students to comment on, add to, or change the story and give the reasons why they would do this.
8. List several tragic consequences to the individual and society because of drug abuse.	8 - 1. Make copies of the following situation and questions and distribute them among the students. Ask them to read the situation and in a class discussion respond and react to the questions. Situation: A teenage girl attends a friend's party. During the party someone puts LSD in her soda. Unknowingly, she takes the LSD. During her drug experience, she sees frightening aspects of her personality that she cannot cope with. She withdraws mentally from this frightening experience. No one at the party can "snap her out of it." In a panic, her friends call the girl's parents who rush her to the hospital. Nothing can be done for the girl at this time and she is placed in a mental institution. a. How do you think the following people feel: the girl's parents? the girl's friend? the people at the party? b. How would you feel if this happened to: your girlfriend? your boyfriend? your brother or sister? your best friend?

Objectives	Learning Activities
	c. Would you feel differently if the girl - (1) Knew about the LSD in her soda and drank it anyway? (2) The girl was a habitual drug abuser? d. What do you think will happen to this girl?
	8 - 2. Write the following headline on the board: DRUG ABUSER IS KILLED Have each student write a paragraph on what comes to his mind when he reads this headline. Then have the students share their paragraph with the class. Discuss the different consequences of drug abuse.
	8 - 3. Ask the students to write their own stories about the physical, psychological, and other consequences of drug abuse and share them with the class.
9.a. Identify from a given list the federal and state laws that control the use of a specific drug.	9 - 1. Divide the class into two groups and have one group: a. Explain the federal laws that control the use of drugs. b. Make and fill in a chart of poster board size similar to Chart F in the Appendix. c. Bring in newspaper, magazine articles, etc., that give accounts of the implementation of these laws. The second group can do a-b-c for state laws. When the students are ready, ask them to share their work, discuss and compare the laws.

Objectives	Learning Activities
9. b. Compare a state and federal law that controls the use of specific drug.	9 - 2. Make copies of the following rating scale and distribute them among the students. Ask the students to read the introductory paragraph and then rate the statements.
9. c. Describe the relationships between teenage drug abusers and law enforcement.	When you think about drug abuse among teenagers and the law enforcement agencies, how do you think they should handle the situation?

	Almost always	Sometimes	Hardly ever	Never
a. The police should ignore drug abuse among teenagers.	____	____	____	____
b. The police should arrest teenage drug abusers.	____	____	____	____
c. Judges should place drug abusers on probation.	____	____	____	____
d. Judges should give sentences to drug abusers.	____	____	____	____

When the students have completed the rating scale, ask them to write several sentences explaining their ratings. In a class discussion, ask the students to read their sentences and then ask the following questions:

a. How do people's opinion vary?

b. Why do they vary?

Objectives	Learning Activities
	c. What type of person do you think would answer the way you did? d. What would happen if everyone felt the same way? e. Why are some controls necessary? 9 - 3. Interested students may want to: a. Debate the following issue: "Resolved: The use of marijuana should be made legal."; or b. Present evidence for or against the use of marijuana; or c. Discuss local judges' opinions on penalties to impose on first offenders who have or sell marijuana. Evaluate these reasons and decide whether or not you agree and why. d. Explain the change in the law dealing with marijuana possession. The federal law, the Florida law. These students should cite up-to-date sources to support their position. Encourage the other students to question these sources and ask questions.
10. List several reasons why people abuse drugs.	10. With the students' help, write on the board the reasons why some people abuse drugs. Discuss these reasons.
11. Write a paragraph that identifies the type of people that abuse drugs and the possible consequences to the individual and society because of this abuse of drugs.	11. Ask the students to divide into groups and compile lists of the following: a. The types of people who abuse drugs; or b. The possible reasons for abusing drugs; or c. The consequences of drug abuse to individual; or

Objectives	Learning Activities
	d. The consequences of drug abuse to society.
12. Develop his own personal stand on drug abuse.	12 - 1. Ask the students to discuss among themselves what they would do if they are confronted with an opportunity to abuse drugs and discuss the consequences that might result because of their decision.
	12 - 2. Make copies of the following. Ask the students to read the situation and respond to the questions. After the students have completed the assignment, lead a class discussion on the student's reactions to the questions. Situation: Tom has been invited to a party by one of his friends. When he arrives he recognizes other students from his classes. He goes over and talks to the hostess. While he is talking to the hostess he sees some of the guests at the far end of the room taking pills. He does not want any part of the pill-taking situation but he wants to stay at the party. However, he is afraid of the consequences that might result from attending a party where students are taking pills. How do you think the story should end? Choose one of the following alternatives or write one of your own. Tom should: a. Leave the party and tell the police. (It's his duty, both to the law, and to the people at the party who are only harming themselves.) b. Leave the party and tell his parents. (His parents can not get mad at him if they hear about the use of drugs at the party.) c. Leave the party and forget about it. (After all, it's none of his business what other people do.)

Objectives	Learning Activities
12. Develop his own personal stand on drug abuse. (Continued)	d. Stay at the party and ignore the people taking pills. (As long as he doesn't take the pills he isn't doing anything wrong.) e. Use drugs along with the other people at the party. (Why shouldn't he be part of the group. These are his friends, he wants to be like them.) f. Others Explain the reasons for your choice. Now answer "yes" or "no" to the following challenges. Would your opinion change? Yes No a. You believe the laws concerning drugs are unjust. ___ ___ b. Tom has a good reputation and doesn't want to ruin it. ___ ___ c. Tom has been in so much trouble lately, a little more won't hurt. ___ ___ d. Tom's parents don't care what he does. ___ ___ e. Tom desperately wants to be accepted by the people at the party. ___ ___ f. Others Justify your answers to one of the challenges. Explain how one of the following would complicate the situation. a. The person who invited Tom to the party was his girl.

Objectives	Learning Activities
	b. Tom's girlfriend was also taking pills. c. One of the people at the party was an informer for the police. (Tom was the only one who knew it.) d. Tom didn't know it but one of the people at the party put a pill in his soda. e. The police arrive at the scene and arrest everyone there and charge them with possession of drugs.
13. Develop a plan to influence students away from drugs in his school.	13 - 1. Have the students develop and present role-playing situations for the following: a. One student wants to try drugs, three other students try to talk him out of it. b. Parents want to convince their teenage son that he should stop smoking marijuana. c. A counselor or other trained professional tries to help a drug addict. d. Others Ask the other students to react to and discuss these role playing situations. 13 - 2. With the students' help, list guidelines that students can follow to prevent drug abuse among teenagers. 13 - 3. Ask the students to use the guidelines developed in class and in small groups develop a plan that can be used in their school to prevent drug abuse.
14. Describe and compare two methods or programs that are used to treat and rehabilitate drug abusers.	14 - 1. Have the students in a class discussion: a. Describe the programs developed in Dade County to treat and rehabilitate drug abusers; or

Objectives	Learning Activities
14. Describe and compare two methods or programs that are used to treat and rehabilitate drug abusers. (Continued)	b. Describe one method or program used to treat drug abusers; or c. Evaluate one method or program used to treat drug abusers; or d. Compare and contrast different programs to treat and rehabilitate drug abusers. 14 - 2. Ask the students to react to present programs and methods used to treat and rehabilitate drug abusers and add to, or make changes in an existing program or write their own program. Have the students cite sources to support their program. 14 - 3. Interested students can research and report on new methods that are being developed and/or implemented to treat and rehabilitate drug abusers.

D. Venereal Diseases

Because venereal diseases among young people in this country from 15 to 19 years of age have almost tripled in a five-year period, your School Board has authorized the inclusion of a program of venereal disease education in our schools:

> January 19, 1966, unanimously carried that "a program of Venereal Disease Education be incorporated in the curriculum of the junior and senior high schools in Dade County."

Reference: Schwartz, William. Facts About Syphilis and Gonorrhea, Student Manual, Washington, D. C., AAHPER, 1965.

Objectives	Learning Activities
After completing the needed research and student activities, the student will -	
1. Understand the problem of communicable diseases in Florida.	1. a. Develop a definition of a communicable disease. b. List the ten most prevalent communicable deseases in Florida. c. Find out the number of people who have contracted these diseases in Dade County and Florida during the past ten years.
2. Differentiate between venereal diseases and other communicable diseases.	2. a. Develop a definition of a venereal disease and include means of contagion, or b. Compare the manner in which a venereal disease is transmitted to that of other diseases. When the students are ready, ask them to share their work with the class. Summarize this information.
3. Understand the affect of venereal disease in history, especially during the Renaissance period.	3. Ask the students to work in small groups and research and report on one of the aspects of the history of syphilis: a. Trace the recorded accounts of syphilis, for example, from the Egyptians to the present; b. Trace the spread of syphilis during the Renaissance;

Objectives	Learning Activities
	c. Explain the affect syphilis has had on history and historical figures. After the students have shared their information with the class, lead a discussion summarizing the information and encourage the students to ask and answer questions. The film, The Invader, could be viewed at this time. AFter viewing the film, ask the students to compare the information in the film to that in their reports. INVADER, THE 29' BW JS-LTD. Columbia U. 1-30732 In tracing man's efforts since the 15th century to cope with the baffling and dismaying problem of syphilis, the step-by-step development of medical knowledge, the change in public attitude towards the disease, the film uses the available documents of each age. Featured are photographs of pioneers like Paul Ehrlich and motion picture records of the work of Sir Alexander Fleming, Sir Howard Florey, and others.
4. Describe the nature and extent of the venereal disease problem.	4. Help the students gather the following information: a. The number of people in different age groups that contracted venereal diseases, or b. The percent of increase of each of the venereal diseases for various age groups in Dade County and in Florida. This information could be obtained by: a. Contacting the Dade County Health Department and asking for statistics on venereal disease.

Objectives	Learning Activities
	b. Using information in the classroom or library. c. Writing to the Division of Health in Jacksonville, Florida, for pamphlets and statistics. When the students have the needed information, have them: a. Make graphs or charts using the most recent information and outdated information. Compare and contrast this information and discuss the reasons why venereal diseases are considered to be occurring in epidemic proportions. b. Predict the future situation concerning venereal diseases if conditions remain as they are now.
5. Have a general knowledge of the medical terminology of the diseases.	5. Help the students to develop a Glossary of Terms associated with venereal disease similar to the Glossary of Terms in the Appendix.
6. Identify the signs and symptoms of syphilis.	6. Ask the students to work in small groups and research and report on these aspects of syphilis. a. Cite the reasons why syphilis spread so rapidly. Include an explanation of the germ theory of disease. Then compare and contrast these reasons with the reasons for its present epidemic proportions. b. Give the name and make illustrations of the germ that causes syphilis, explain the mode of transmission, and describe the methods and instrument used to diagnose the disease. c. Explain the different medical treatments used to cure syphilis in the past and the treatment used presently.

Objectives	Learning Activities
	Compare these treatments in terms of their effectiveness. After the students have shared their information with the class, lead a discussion summarizing the information and encourage the students to ask and answer questions. d. Ask the students to make a chart similar to Chart A in the Appendix. Have the students work in groups and: (1) Fill in the information on the chart; or (2) Draw and fill in the information on a chart or poster board size; or (3) Make diagrams or sequence charts, shoebox movie or other picture and caption sequence of the signs and symptoms of syphilis. Give the students an opportunity to display and share their work with the class. Then in a class discussion go over the information again and allow the students time to complete their charts.
7. Understand that venereal disease is not confined to any particular age or group of society.	7. The film, A Quarter Million Teenagers, may be viewed at this time. After viewing the film encourage the students to discuss the problem as it relates to age, social class, and themselves. QUARTER MILLION TEENAGERS, A 16' C JS Churchill 1-11376 Approaches the subject of venereal diseases from the standpoint of health and disease rather than moral issues involved. Explains how syphilis and gonorrhea are contracted; how the organisms enter the body; the symptoms and treatment of each. Stresses danger of failing to obtain treatment.

Objectives	Learning Activities
8. a. Explain the ways the germs that cause gonorrhea may enter the body. 8. b. Explain how gonorrhea can be diagnosed and treated.	8. Ask the students to work in small groups and research and report on one of the following aspects of gonorrhea: a. The history of the disease; b. The name and illustration of the germ that causes gonorrhea; c. The mode of transmission; d. The method used to diagnose the disease; e. The treatments for the disease. Encourage the class to ask and answer each others' questions.
9. a. Identify the signs and symptoms of gonorrhea. 9. b. Explain the results of untreated gonorrhea.	9. Make copies of diagrams similar to the diagrams of the male and female reproductive systems found in the Appendix and give each student a copy. Have the students individually: a. Label the parts of the diagram; b. Explain the symptoms as they relate to the labeled parts of the diagram (if any); c. Describe the complications that might result because of untreated gonorrhea. In a class discussion, go over the labeled diagrams, signs and symptoms and complications allowing the students to contribute as much as possible. Make copies of the following story and questions and distribute them among the students. Ask them to read the story and react to the questions. The students' reactions to the questions could be discussed in small groups or as a class.

Objectives	Learning Activities
	Story - Part one. A young woman who has been married for a year wants to have a child. After many tests and consultations with her doctor, she finds out there is nothing wrong with her. The doctor wants her husband to undergo some tests also. How do you think this young woman was feeling in this situation? Story - Part two Actually, in this case, the husband is sterile because he contracted gonorrhea when he was a teenager. He was aware of and recognized the signs and symptoms of gonorrhea but was too embarrassed to do anything about it at that time. When he did go to a doctor, it was too late. The damage was done. a. How do you think this young woman was feeling as she found this out? b. How do you think the husband was feeling in this situation? c. Predict the consequences of this situation for this young couple. d. How could this problem have been prevented?
10. Understand the congenital aspects of venereal disease. a. syphilis	10. a. Have the students work in groups and: (1) Explain the effects of congenital syphilis; or (2) Find pictures of historical figures who had congenital syphilis; or (3) Explain how congenital syphilis can be prevented.

Objectives	Learning Activities
	When the students have completed their assignments, have the students study the pictures and relate them to the effects of congenital syphilis. Encourage the students to discuss both the physical and internal effects of congenital syphilis.
b. gonorrhea	10. b. Discuss the effects gonorrhea has on a newborn baby. (1) Where the transmission of the germs occur; (2) The parts of the baby's body that are affected and the consequences; (3) The law concerning the prevention of the consequences of gonorrhea on newborn babies.
11. Understand the steps taken in the treatment of a patient who has a venereal disease.	11. Have the students work in small groups and determine what happens to an infected person if he goes to a doctor and/or a public health clinic for treatment. The student can obtain the needed information by: a. Contacting the public health department; b. Contacting a doctor; c. Reading the literature on venereal diseases. After the students have the information they need, let them discuss this information. The film KATHY may be viewed at this time. KATHY 19' C JST-LTd 1-14355 A provocative film for the 15-19 age group on gonorrhea. Actual doctors interview teenagers, reveal major

Objectives	Learning Activities
	points about this fast-spreading disease. Stresses the need for medical help at even a suspicion of gonorrhea. (Note: A clearance form is needed for limited films - order three to four weeks in advance.)
12. Know the location of local medical facilities available for the examination and/or treatment of venereal disease.	12. Have students work in small groups and contact the following for this information: a. Dade County Health Department b. Dade County Medical Association c. Local hospitals d. Private physicians e. VD Hot Line After completing their research, students should compile information and place it on a chart, poster, bulletin board or map of Dade County. The film, VD: A New Focus, may be viewed at this time and follow-up discussion held. VC: A NEW FOCUS 15' C JS Ltd. 1-14354 A factual account of the symptoms of venereal disease and the hazards associated with neglecting its prompt treatment. (Note: Clearance form required on Ltd. films: Order three to four weeks in advance.)
13. Develop and evaluate a possible plan for solving the problem of VD among teenagers.	13. Make copies of the following situation and distribute them among the students. Ask them to read the situation and work through the activities in small groups and/or as a class.

Objectives	Learning Activities
13. Develop and evaluate a possible plan for solving the problem of VD among Teenagers. (Continued)	Consider the following situation: A deadly communicable disease hit Florida. No one was sure where the disease originated. Some people thought it came from Cuba and called it the Cuban disease. Others thought it came from Russia and called it the Russian disease. In time, doctors and scientists identified the germ that caused this disease and named the disease sinlex. They also found the medical treatment that was necessary to cure the affected persons. The signs and symptoms were chancres, rashes, and falling hair. If untreated, this disease resulted in crippling; heart, liver, and circulatory diseases; insanity and death. Talking to an infected person was all that was necessary to contract this deadly disease. Not surprisingly, this disease soon reached epidemic proportions. Unfortunately, teenagers were more prone to contract this disease because of the amount of socializing they do. a. Discuss the following questions: (1) What do you think Dade County would do in this situation? (2) What do you think parents would do? (3) What do you think the schools would do? b. Develop a statement from the health department warning people about the dangers of the disease, the mode of transmission, and the means to prevent and cure the disease; or

Objectives	Learning Activities
13. Develop and evaluate a possible plan for solving the problem of VD among teenagers. (Continued)	c. Role-play a situation between a mother and her children concerning the deadly disease, sinlex; or d. Develop their own plan to prevent teenagers from contracting the disease; or e. Write a news broadcast that has a special on the disease sinlex. When the students have completed this, ask them to compare this situation with that of syphilis and respond to the following questions: a. What main factor makes syphilis different than sinlex? b. What do you think would happen to the spread of syphilis if people were not concerned or embarrassed because of the mode of transmission? c. Why do people treat syphilis differently than they do other diseases? What are some of the negative consequences that might result from this difference? d. Isn't syphilis dangerous enough to merit the same or similar treatment given to the spread of, for example, polio? e. What do you think can be done to make the fight against syphilis as successful as the fight against polio?

GLOSSARY OF TERMS

A proper understanding of certain medical terms is helpful if the student is to gain the maximum benefit from this instruction. It is, therefore, suggested that the students be given an opportunity to familiarize themselves with the following definitions:

ACUTE (ah-kūt') ..... Of short duration.

AGENT (a'jent) ..... Any power, principle, or substance capable of acting upon the organism, whether curative, morbific, or other.

ANEURYSM (an'u-rizm) ..... A ballooning of an artery.

ANTIBODY (an'te-bod"e)..... A substance which opposes the action of a foreign substance (antigen or disease-causing organism) when introduced into the body.

ASYMPTOMATIC (ah'simp-to-mat'ik).. Without symptoms.

CERVIX (ser'viks)..... The neck or any necklike part. The lower and narrow end of the female uterus.

CHANCRE (shank'er)..... A painless sore which develops at point where spirochete enters body--usually on or around sex organ.

CHRONIC (kron'ik)..... Having a long and relatively mild course.

CONGENITAL (kon-jen'i-tal)..... Acquired during development in utero.

CONTACT..... A person named by an infected patient as a sex partner during the infectious stage of the patient's infection.

EPIDEMIOLOGY (ep'i-de"me-ol'oje).. The contact interviewing and investigative process in VD control.

GONOCOCCUS (gon"o-kok'us)..... The specific germ of gonorrhea, discovered by Neisser, and has scientific name of Neisseria gonorrhoeae.

HOST..... A man or other living animal, including birds and arthropods, affording under natural conditions subsistence for lodgement to an infectious agent.

INCIDENCE (in'si-dens)..... The total number of new cases of disease occurring in a given area within a specified period of time, usually one year.

INCUBATION PERIOD..... The time between the actual entrance of organisms into the body until the development of symptoms of the disease.

INFECTION..... The entry and development or multiplication of an infectious agent in the body of man or animals.

INFECTIOUS AGENT..... An organism that is capable of producing infection or infectious disease.

INFECTIOUS DISEASE..... An illness or imparment to the body of man or animals resulting from an infection.

LATENT..... That which is present without showing itself; hidden, concealed, such as latent syphilis.

LESION (le'zhun)..... A wound, sore, or injury. Includes local degeneration and diseased or injured region.

MICROORGANISM..... A minute living organism.

MUCOUS MEMBRANE (mu'kus)..... The lining of the canals and cavaties of the body which communicate with external air; such as the alimentary canal, respiratory tract and the genito-urinary tract.

ORGANISM..... An individual animal or plant constituted to carry on the activities of life by means of organs separate in function but mutually dependent.

PARESIS (pah-re'sis)..... Syphilis of the brain, causing insanity.

PREVALENCE (prev'ah-lens)..... The total number of cases of a disease existing at a point in time in a given area.

REAGIN (re'ah-jin)..... An antibody like substance found in blood serum. Its production is greatly increased in response to syphilitic infection.

SEROLOGIC TEST (se-rol'o-je)..... Serologic tests made on blood serum (STS).

SEXUAL INTERCOURSE..... The act of two persons physically uniting sexually; includes heterosexual and homosexual activity.

SPIROCHETE OF SYPHILIS (spi'ro-kēt) Synonym for Treponema Pallidum; the causative organism of syphilis.

STERILITY..... A condition of being sterile, infertile, or incapable of reproduction.

SUSCEPTIBLE..... A person or animal presumably not possessing sufficient resistance against a particular pathogenic agent and for that reason liable to contract a disease if or when exposed to the disease agent.

SUSPECT..... A person named by an infected patient as needing an examination for syphilis but as other than a sex contact.

URETHRA (u-re'thrah)..... The membraneous tube (canal) that carries urine from the bladder to the surface of the body. Also carries seminal fluid in the male.

VDRL (Venereal Disease Research Laboratory..... Symbol for the serologic test (blood test) currently used to detect syphilis. Replaces the Wasserman Test.

V. RECOMMENDED STUDENT AND TEACHER RESOURCES

A. Sources of Information

General

Dade County Department of Public Health
1350 N. W. 14th Street, Miami — 377-0341

Dade County Medical Association
2 S. E. 13th Street, Miami — 377-2601

Division of Health - State of Florida
P. O. Box 210, Jacksonville, Florida 32201

Florida Bureau of Law Enforcement
111 N. W. 5th Street, Miami — 379-9353

State Attorney of Florida
Metropolitan Justice Building, Miami — 371-7671

Safety-First Aid

American Automobile Association
4100 Biscayne Boulevard, Miami — 758-5611

American Red Cross Chapter
5050 Biscayne Boulevard, Miami — 751-6661

Dade County Public Safety Department
1320 N. W. 14th Street, Miami

Accident Investigation	377-7701
Accident Records	377-7876
Correction and Rehabilitation	377-7675
Public Information Unit	377-7834
Statistics	377-7861

Miami Police Department
1145 N. W. 11th Street, Miami — 377-7395

Community Relations	377-7071
School Resources Unit	377-7352

Tobacco

American Cancer Society
2 S. E. 13th Street, Miami — 377-8832

Dade Monroe TBRD Association
830 S. E. 1st Avenue, Miami — 377-2368

Heart Association of Greater Miami, Inc.
5080 Biscayne Boulevard, Miami — 751-4575

Alcohol

Florida Alcoholic Rehabilitation
2201 N. W. 23rd Street, Miami 633-2515

Narcotics

Bureau of Narcotics and Dangerous Drugs
1200 Biscayne Boulevard, Miami 350-4441

Dade County Public Safety Department
1320 N. W. 14th Street, Miami 377-7796

Dade County Public Schools
1410 N. E. Second Avenue, Miami 350-3444

Miami Police Department
1145 N. W. 11th Street, Miami 377-7025

United States Customs Service
Region IV Hdqtrs 51 S. W. 1 Avenue, Miami 350-5952

Venereal Disease

Dade County Department of Public Health
1350 N. W. 14th Street, Miami 377-0341

Division of Health, State of Florida
Venereal Disease Control Program
Box 210
Jacksonville, Florida 32201

B. Audio-Visual Materials

The following materials, usable in programs of health education, are available from the Audio-Visual Center of the Dade County Public Schools. Teachers are encouraged to preview all materials prior to viewing with students. Annotated lists on pages 57-70.

Safety-First Aid

Artificial Respiration 10' BW	1-05430
Breath of Life 16' C	1-13376
Falls Are No Fun 10' BW	1-03273
Fifty Thousand Lives (Resuscitation) 13 1/2 C	1-11331
First Aid Now 26' C	1-31162
First Aid On The Spot 8' BW	1-03407
Let's Be Safe At Home 11' C	1-03276
Safe Living In Your Community 11' BW	1-03324

Tobacco

Beyond Reasonable Doubt 28' C	1-31714
Smoking and Lung Cancer 28' BW	1-30722
Smoking: Past and Present 15' C	1-13595
Time to Stop, The 4' C	1-01355
Time Pulls the Trigger 25' C	1-31712

Alcohol

Alcohol and You 28' C	1-31908
Alcohol and The Human Body 14' BW	1-11290
Verdict at 1:32 22' C	1-13544
What About Drinking? 11' BW	1-03456
It's The Brains That Count 18' BW	1-11293

Narcotics

A Day in the Death of Donnie B. 14' BW	1-14151
Ballad of Mary Jane 23' C	1-31910
Bobby 30' C	1-31836
Drugs and the Nervous System 18' C	1-13647
I'll Be Seeing You 11' C	1-05902
Keep Off the Grass 20' C	1-13697
Losers, The 31' BW	1-31716
LSD: Trip to Nowhere 25' C	1-31805
Marijuana 34' C	1-31743
Marijuana, The Great Escape 20' C	1-10462
Narcotics and Kids 9' C	1-05899
Narcotics, The Inside Story 12' C	1-10383
Pot's A Put On 10' C	1-05895
Seekers, The 30' C	1-31719
Speedscene 17' C	1-14088
Tempted 6' C	1-05827
The High: Drugs and You 19' C	1-14074
Your Amazing Mind 15' C	1-10378
Focus on Downers 15' C	1-10086
Focus on Heroin 15' C	1-12991
Focus on LSD/Psychedelics 15' C	1-13049
Focus on Marijuana 15' C	1-11850
Focus on Uppers 15' C	1-13490

Venereal Disease

VD: A New Focus 15' C	1-14354
Kathy 19' C	1-14355
Quarter Million Teenagers 16' C	1-11376
Invader, The 29' BW	1-30732
VD Every 30 Seconds 17' C	1-14353

C. Books and Written Materials

Safety

American Red Cross. First Aid Textbook. 32nd printing. Garden City, New York: Doubleday and Company, June 1969. 249 pp.

American Red Cross. Basic First Aid, Books 1-4. Garden City, New York: Doubleday and Company, 1971.

Bete, Channing L. A-B-C's of School Safety. Greenfield, Massachusetts: Channing L. Bete, Inc., 1969. 16 pp.

Bete, Channing L. First Aid. Greenfield, Massachusetts: Channing L. Bete, Inc., 1969. 16 pp.

Dade County Public Schools. Safety Education: Manual for Elementary Schools. Bulletin 4-C, Revised. Miami, Florida, 1969. 81 pp.

Family Guide Emergency Health Care. Department of Health, Education and Welfare, Washington, D. C., 1964.

Richmond, Julius B., et. al. Health and Growth, Bk. 7. Glenview, Illinois: Scott Foresman Company, 1972. pp. 270-290.

Richmond, Julius B., et. al. Health and Growth, Bk. 8. Glenview, Illinois: Scott Foresman Company, 1972. pp. 172-194.

Tobacco

American Medical Association. Smoking, Facts You Should Know. Chicago, Illinois: A.M.A., 1970.

Bete, Channing L. To Smoke or Not To Smoke. Greenfield, Massachusetts: Channing L. Bete, Inc., 1969. 16 pp.

Curtis, Lindsay R.M.D. Operation Can Quit. Dallas, Texas: T.A.N.E. Press, 1971. 32 pp.

Dade Monroe TBRD Association. Smoking and Health Experiments, Demonstrations and Exhibits. 830 S. E. 1st Avenue, Miami, Florida: Dade Monroe TBRD, 1967.

Florida Commission on Smoking and Health. Smoking and Health, A Teacher's Guide. Box 210, Jacksonville, Florida 32201: Florida Division of Health. 34 pp.

Hammond, E. Cuyler. The Effects of Smoking. 660 Market Street, San Francisco, California 94104: W. N. Freeman and Company, 1962. 16 pp.

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Pfizer Laboratories. Do You Know About The Most Commonly Reported Communicable Diseases? Pfizer Laboratories, New York, New York 10017, 1971.

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D. Annotated Film Lists

SAFETY - FIRST AID

The following materials, usable in programs of health education, are available from the Audio-Visual Center of the Dade County Public Schools. Teachers are encouraged to preview all materials prior to viewing with students.

ARTIFICIAL RESPIRATION
10' BW JS 1952 USCG 1-05430
Depicts the back-pressure-arm-lift, and the back-pressure-hip-lift methods of artificial respiration. Both were recently adopted by the Department of Defense, U.S. Public Health Service, American National Red Cross and other organizations.

BREATH OF LIFE
16' C EJST 1964 Pyramid 1-13376
Produced in cooperation with National Safety Council, explains how to apply mouth-to-mouth resuscitation. Demonstrates the preferred "Head-tilt" method of opening the air passage; how students can learn to revive children and adults; special procedures for infants and small children; use of audiovisual aids and devices--charts, models, manikins; dramatic real life scenes.

FALLS ARE NO FUN
10' BW JS n/d National Safety 1-03273
A cartoon character goes through a series of situations that point out the kind of falls that can happen. After each mishap, the little fellow learns how the fall could easily have been avoided.

FIFTY THOUSAND LIVES (RESUSCITATION)
13-1/2' C JST 1960 J & J 1-11331
Illustrates mouth-to-mouth resuscitation which is the preferred method of artificial respiration. Also demonstrates the use of the pediatric size resusitube.

FIRST AID NOW
26' C JST 1963 J & J 1-31162
Presents in a realistic manner, procedures in the four major areas of first aid--Bleeding, Breathing, Broken Bones, and Burns. Gives detailed instructions on mouth-to-mouth resuscitation and external cardiac massage.

FIRST AID ON THE SPOT
8' BW JS 1959 EBEC 1-03407
Features six common types of injuries or disabilities and the approved American Red Cross technique for handling each specified case.

LET'S BE SAFE AT HOME
11' C BW PEJ 1948 Portafilms 1-03276
Five situations illustrate how to avoid common accidents which children encounter at home. These situations are discussed in terms of alertness, carefulness, courtesy, consideration for others, and refraining from "showing-off." Safety care may also add to the pleasure of playing together.

SAFE LIVING AT HOME
10' BW EJ 1952 Coronet 1-03326
No one is truly safe at home unless some general rules are followed--guides for safe living. Keeping your house safe, thinking of the safety of those you live with, and being safe by being skillful are rules that are of real importance to children in all families. The activities that will help children realize the importance of being alert and being careful are illustrated.

SAFE LIVING AT SCHOOL
10' BW PEJS 1948 Coronet 1-03329
We go with Ted and Ruth of the Junior Safety Council on an informative "Safety Tour" to see the safety features of their school, and to learn what students can do at school to live safely.

SAFE LIVING IN YOUR COMMUNITY
11' BW EJ 1952 Coronet 1-03324
How school children can work together to lessen the accident rate of a community is presented by following three guideposts: good housekeeping, good citizenship, and good safety. This motion picture show how.

SAFETY AT THE BEACH
10' C EJST 1956 Alturas 1-03354
Authoritative information about water and beach safety, for physical education and swimming classes, as well as for parents and other groups interested in promoting safety programs.

SAFETY ON OUR SCHOOL BUS
11' C PEJS 1957 EBEC 1-00607
For all students who ride school buses, this film clearly explains and illustrates important safety practices. Stresses careful planning by the bus company, expert performance by the driver, and cheerful cooperation by each rider.

SAFETY ON THE PLAYGROUND
14' BW PEJ 1952 EBEC 1-11324
Points up safe practices in catching and batting softballs, playing on see saws, and swings. Emphasizes that consideration for others on the playground results in a good time for all.

SAFETY ON THE SCHOOL BUS
11' BW EJ 1951 McGraw-Hill 1-00603
Discusses and demonstrates important safety problems and practices for school children while on the bus and while going to and from the bus.

TOBACCO FILMS

The following materials, usable in programs of health education, are available from the Audio-Visual Center of the Dade County Public Schools. Teachers are encouraged to preview all materials prior to viewing with students.

BEYOND REASONABLE DOUBT 1-31714
28' C JST 1964 Narcotics Ed., Inc.
A semi-documentary, based on medical evidence and scientific research which prove cigarettes a causative factor in lung cancer, and closely related to circulatory diseases and heart trouble. Points out that evidence is so convincing, in a court of law, cigarettes would be found guilty "beyond reasonable doubt." Doctors seen are those actually engaged in the research; facts presented are their findings; they speak without a prepared script.

BREATH OF AIR, A 1-13592
22' C JS 1968 American Cancer Society
Presents a realistic approach to the dangers of cigarette smoking. Produced in documentary style using color charts, animation, movie stills, newspaper and newsreel clips.

SMOKING AND LUNG CANCER 1-30722
28' BW EJS 1962 Sterling
Filmed at the Royal Edward Chest Hospital in Montreal, presents diagnostic tests, assessment, preparation of, and removal of a lung cancer from a patient with a long history of cigarette smoking. Seeks to educate the public on consequences of smoking, especially young people who are not yet "hooked" by the habit. Wilfrid Ayres, the patient, by his realistic acceptance of the facts of life and death, his earthy optimism does much to present the chilling tragedy of the smoking habit.

SMOKING: PAST AND PRESENT 1-13595
15' C EJ 1968 American Cancer Society
Traces the history of cigarette smoking and points out just what happens when inhaled tobacco smoke enters the bronchial tubes and lungs, causing breakdowns in normal functions. For grades 5-9.

TIME PULLS THE TRIGGER 1-31712
25' C JST 1964 American Temperance
Shows the effect of smoking on lungs and blood circulation. Carbon monoxide, one of the poisons in tobacco smoke, affects red blood corpuscles; nicotine causes smaller blood vessels to constrict; inhaling irritates cells in the walls of air passage. Dr. Alton Oschner, renowned lung surgeon, is quoted by Dr. Holland in closing--"Tobacco is a loaded pistol, and Time pulls the Trigger."

TIME TO STOP, THE 1-01355
4' C EJS 1968 American Cancer Society
Stresses the fact that stopping the smoking of cigarettes, even after years of smoking, can be of great benefit, and is a wise step to a longer and healthier life.

WHO ME? 1-13591
20' C JST 1968 American Cancer Society
Designed primarily for adults, is also useful in secondary school groups. Emphasizes the responsibilities and role of parents in discouraging cigarette smoking by their children. Presents the problems of cigarette smoking and lung cancer.

ALCOHOL FILMS

The following materials, usable in programs of health education, are available from the Audio-Visual Center of the Dade County Public Schools. Teachers are encouraged to preview all materials prior to viewing with students.

ALCOHOL AND THE HUMAN BODY
14' BW JS EBEC 1-11290
Shows the immediate effects on the body and organs of the ethyl alcohol contained in beer, wine, and liquor. Suggests methods of treating alcoholism.

IT'S THE BRAIN THAT COUNTS
18' BW JS Chi Film Lab 1-11293
One of a series on Intemperance by WCTU. It is a non-emotional account of the effects of grain alcohol upon the brain. The story is built up upon the aftermath of an accident in which a young man figures. It convinces them that alcohol and gasoline do not mix. Appeals to young folks who often resent an emotional attack on the subject.

SCIENCE OF ALCOHOL, THE
10' C E Sid Davis 1-03242
Bobby Murdock is injured in an accident involving a driver who had too much to drink. Having obeyed all safety rules, he is confused as to why he was hit. Dr. Macy's explanation that the driver was under the influence of alcohol raises many questions; Bobby learns the answers in Dr. Macy's laboratory--what alcohol is, its uses, and its dangers.

VERDICT AT 1:32
22' C JS International Temperance 1-13544
Designed to show the effects of alcohol on the brain, even in small amounts. Cases used are based on fact; the accident depicted is from the files of the Los Angeles Police Department. Dr. Cyril Courville and Dr. Stuart Knox, outstanding medical authorities, appear in the film. Their opinions, coupled with the results of a sports car gymkhana, in which drivers drink small amounts of alcohol, prove that small amounts of alcohol drinking can be disastrous.

WHAT ABOUT ALCOHOLISM?
11' BW S McGraw-Hill 1-03455
A documentary-type reenactment of a high school class researching and discussing the nature and problems of alcoholism, designed to stimulate thoughtful discussion of the nature, causes and treatment of this social ill. Produced in collaboration with Yale Center for Alcohol Studies.

WHAT ABOUT DRINKING?
11' BW JS McGraw-Hill 1-03456
A group of teenagers discuss the question of the use of alcoholic beverages and present various opinions. At the end of the discussion, their points of view are summarized and the question is left open for the audience to discuss.

WHAT TIME IS IT NOW?
14' C JS 1969 Alcohol Rehabilitation 1-14073
Shows difference in use and abuse of alcohol. There is a time for all things--depicts times when the use of alcohol can be of benefit, and times when it is harmful, especially to teen-agers. Asks "what time is it now?"--for YOU.

VENEREAL DISEASE FILMS

The following materials, usable in programs of drug education, are available from the Audio-Visual Center of the Dade County Public Schools. Teachers are encouraged to preview all materials prior to viewing with students.

HALF MILLION TEENAGERS, A
16' C JS 1970 1-14366
Churchill
Approaches the subject of venereal disease purely from the standpoint of health and disease, avoiding any discussion of the moral issues involved. Presents pertinent physiological and health information.

INVADER, THE
29' BW S-LTD. 1955 1-30732
Columbia U.
In tracing man's efforts since the 15th century to cope with the baffling and dismaying problem of syphilis, the step-by-step development of medical knowledge, and the changes in public attitude towards the disease, the film uses the available documents of each age. Featured are photographs of pioneers like Paul Ehrlich, and motion picture records of the work of Sir Alexander Fleming, Sir Howard Florey, and others.

KATHY
15' C 1-14355
Cahill
Follows typical cases of the venereal disease gonorrhea, in a frank presentation of symptoms, the problems and how this disease can be cured.

QUARTER MILLION TEENAGERS, A
16' C JS 1963 1-11376
Churchill
Approaches the subject of venereal diseases from the standpoint of health and disease rather than moral issues involved. Explains how syphilis and gonorrhea are contracted; how the organisms enter the body; the symptoms and treatment of each. Stresses danger of failing to obtain treatment.

VD: A NEW FOCUS
16' C JS 1970 1-14354
American Education Films
A factual account of the symptoms of venereal disease and the hazards associated with neglecting its prompt treatment. Presents a history of venereal disease with facts, myths and attitudes of young people.

VD: EVERY 30 SECONDS
17' C JS 1971 1-14353
Alfred Higgins Production
A dramatic presentation of the rate of infection among teenagers. Stresses the primary and secondary symptoms of syphilis and gonorrhea and emphasizes the need and sources for treatment.

VD: NAME YOUR CONTACTS
21' C SD 1968 1-13277
Coronet Films
Dramatizes the situation of young people faced with the possibility of venereal disease and emphasizes the importance of cooperating with local health officials.

DRUG ABUSE EDUCATION MATERIALS

The following materials, usable in programs of drug education, are available from the Audio-Visual Center of the Dade County Public Schools. Teachers are encouraged to preview all materials prior to viewing with students.

In the selection of filmed materials, attention should be given to the indicated grade levels for the films and use them ONLY for those appropriate levels. This will help to prevent duplication in the viewing of films and will maintain the interest of the students. Appropriate grade levels are indicated as follows:
P - Primary; E - Elementary; J - Junior High; S - Senior High; T - Teacher/Adult

A DAY IN THE DEATH OF DONNIE B 1-14151
Nat'l. Audiovisual Center 1970
14' B&W

SYNOPSIS: Describes events in one day in the life of a black heroin addict--a teenager who spends his time looking for the next "fix". Designed for inner-city audiences, professionals, and selected adults and late teens.
GRADE LEVEL: S T

ALMOST EVERYONE DOES 1-14321
Wombat Productions 1970
15' Color

SYNOPSIS: The film involves and guides the viewer in the decision-making process by providing alternatives for dealing with unhappy or depressed feelings and by providing positive alternatives to drug use and abuse. The film recognizes and deals with the difficulties facing our young people today.
GRADE LEVEL: E J S

THE BALLAD OF MARY JANE 1-31910
Professional Arts. 1970
23' Color

SYNOPSIS: A theme song is the background for a discussion of the physical dangers, psychological dependence, and legalities of smoking marijuana. "Mary Jane", the female hemp plant is shown growing wild; most of it is smuggled into the U.S., and then "cut" with various materials. This lessens the danger of THC, the most dangerous ingredient involved, but increases that of infection from the harmful ingredients used in "cutting" marijuana.
GRADE LEVEL: E J S

BOBBY: 1958-1970 (Drug Abuse) 1-31836
Reels Films 1970
30' Color

SYNOPSIS: Bobby's story is true; it has been filmed in an effort to (1) show parents how easy it is for children to obtain drugs and how to recognize signs and symptoms of drug use; (2) to poing out to young people the dangers involved in using any type of drug--how the use of one drug, such as smoking marijuana, leads to other stronger drugs, often with tragic results.
GRADE LEVEL: E J S

DRUG ABUSE: EVERYBODY'S HANG-UP 1-14076
NEA-AAHPER 1969
14' Color

SYNOPSIS: A documentary look at the drug scene, designed to heighten awareness of, and concern with, the problem of drug abuse. Depicts drug abuse among young people, but does not attempt to provide answers to the problem, but does offer suggestions that may help adults keep their children off the chemical road to nowhere.
GRADE LEVEL: J S T

DRUG ABUSE: ONE TOWN'S ANSWER 1-14091
Chas. Cahill & Assoc., Inc. 1970
23' Color

SYNOPSIS: Story of the AWARENESS HOUSE concept, as begun in Fort Bragg, California; why it started, how it started, and how it works, as evidenced by the extemporaneous dialogue of the participants themselves. No "scare" or preaching techniques--just free-flow dialogue between the ex-addict counselor-aides and AWARENESS HOUSE teenagers.
GRADE LEVEL: J S T

DRUG ABUSE: THE CHEMICAL TOMB 1-11203
Film Distributors, Inc. 1969
American Bankers Life Assurance Co., Donor
19' Color

SYNOPSIS: Presents information concerning the effects drugs have on the body. Classifies drugs most commonly abused; includes solvents, barbiturates, amphetamines, LSD, and marijuana. Illustrates pitfalls of drug abuse--dependence, infection, depression, crime, imprisonment, suicide, and death. Points out that the use of dangerous drugs leads inevitably to a dead end, a chemical tomb from which there is no escape.
GRADE LEVEL: J S

DRUG ABUSE EDUCATION GOES TO SCHOOL 1-31921
N.A.R.D. 1970
30' Color

SYNOPSIS: This is a filmed report of the proceedings of the second drug education conference presented by the Nationsl Association of Retail Druggists held in Chicago. Presents a variety of experts dealing with problems of enforcement, treatment, control of drugs. Also provides good insight into the sociological, psychological,and physiological effects of drugs, their use and abuse.
Good for P.T.A. meetings and adult groups.
GRADE LEVEL: T A

DRUGS AND THE NERVOUS SYSTEM 1-13647
Churchill Films 1967
18' Color

SYNOPSIS: Effects of drugs on organs and body systems are surveyed, using aspirin to illustrate how a common drug works on the nervous system to reduce pain and fever. Explains the serious disruption of the nervous system caused by narcotics. Substances covered are airplane glue, stimulants (amphetamines), depressants (barbiturates, opiates), hallucinogens (marijuana, LSD). An animated film, designed to create a healthy fear of drugs taken for "kicks"--based on a description of their outward and inward effect.
GRADE LEVEL: E J S

DRUGS, DRINKING AND DRIVING 1-14081
Chas. Cahill & Assoc., Inc. 1971
AIMS, Vendor
18' Color

SYNOPSIS: Alcohol is a drug that induces over-confidence--medicinal or prescription drugs can be equally dangerous. Side effects of medicines, tranquilizers, diet pills, etc. vary, but like alcohol, act on the nervous system. The combination of medicines and one small drink can prove fatal--one drink plus one drug can add up to four or more. Anything which affects your skill in making fast, accurate decisions, affects your safety and that of others.
GRADE LEVEL: S

EVERYONE IS GOING WHERE I'VE BEEN 1-14364
Billy Budd Productions 1971
14' Color

SYNOPSIS: Tells what former addicts say about drugs through the music, poetry and plain talk of Juniper the Folksinger. Set against a pattern of railroad station and trains, this film presents a realistic statement about our growing drug problem with positive suggestions about what each person can do to help solve it.
GRADE LEVEL: J S

FDA SPECIAL REPORT: DRUG ABUSE--BENNIES AND GOOFBALLS 1-13529
Precision Film Lab
20' B&W

SYNOPSIS: Narrated by Paul Newman, commentary by Dr. James L. Goddard, Commissioner, FDA, on the proper use and misuse of two major classes of prescription drugs, amphetamines and barbiturates. Interviews with four actual victims of pep-pill and sleeping-pill abuse, details the dangerous psychological effects of "pill-popping". Explains how the new Drug Abuse Control Amendments will help control abuse.
GRADE LEVEL: J S T

FOCUS ON DRUGS SERIES
American Educational Films 1970
Each film: 15' Color

This series is designed to present facts about drug abuse without using "scare" techniques, yet show the dangers involved.

FOCUS ON DOWNERS 1-10086
SYNOPSIS: Young people reason "my parents use tranquilizers and sleeping pills". Barbiturates can be medically useful, but abuse leads to physiological addiction. Experimenting with "downers" can result in death from withdrawal, and frequently is the consequence of overdose.
GRADE LEVEL: J S

FOCUS ON HEROIN 1-12991
SYNOPSIS: In the case of heroin, there is no debate, no uncertainty, no possible avoidance of the fact that this drug is the most dangerous narcotic--that it eventually leads to misery and death.
GRADE LEVEL: J S

FOCUS ON LSD/PSYCHEDELICS 1-13049
SYNOPSIS: An LSD "trip" is a powerful and unique experience. Young users describe their "trips" and the consequences--ranging from psychic insights, to real "bummers", insanity and death.
GRADE LEVEL: J S

FOCUS ON MARIJUANA 1-11850
SYNOPSIS: Combines dramatization and stories of young people, as young as ten years old, to encourage potential "pot" users to think for themselves--to weigh the evidence before making a decision which could affect the rest of their life.
GRADE LEVEL: J S

FOCUS ON UPPERS 1-13490
SYNOPSIS: Pills are a readily available source of "kicks" for kids. Although not psysiologically addicting, repeated intravenous injection of methamphetamine can be far more dangerous to the user and society than LSD and marijuana combined.
GRADE LEVEL: J S

HOLY SMOKE
Billy Budd Productions 1971 1-05949
7' Color

SYNOPSIS: The film deals with the foundations of a healthy individual and a healthy society. Using animation with background music and dialogue the film presents a three-part novel approach to the drug problem.
GRADE LEVEL: E J

HOOKED
Churchill Films 1-13216
20' B&W

SYNOPSIS: The experience of drug addiction, told in the words of a group of young (18-25) former addicts, who speak with a powerful testation of their addiction. The film is real, and being the voice of experience rather than authority, is designed to have a sobering effect upon rebellious, susceptible young people.
GRADE LEVEL: J S T

I'LL BE SEEING YOU
Chas. Cahil & Assoc., 1970 1-05902
AIMS, Vendor
11' Color

SYNOPSIS: A pusher, a narcotics peddler, warns "Some of you will start taking narcotics on a dare, and get hooked for life. I play percentages; unless you are smart enough to beat the percentages, we'll meet again--I'll be seeing you." Explains dangers of habit forming and addicting drugs; stimulants, depressants (or sedatives), and hallucinogenics-brain changers. LSD involves chances of becoming insane; committing suicide; what can happen while under the influence of the drug, and after. For elementary grade children.
GRADE LEVEL: E

KEEP OFF THE GRASS
Sid Davis Production 1967 1-13697
20' Color

SYNOPSIS: Designed to give young people the unadulterated facts about the smoking of marijuana; no preaching, scare tactics, patronizing, exaggeration or lecturing have been employed--rather a factual approach is used as Tom sets out to learn whether or not smoking "grass" is harmful. With his friend Mac, who "turned him on" as a guide, Tom experiences a variety of situations and incidents which enables him to decide that "smoking grass" is not for him.
GRADE LEVEL: J S

LOSERS, THE
Carousel
31' B&W

1-31716

SYNOPSIS: Examines dangers of drug addiction in experimentation and use of chemicals and drugs by young people ages 12 to 21 years. Actual experiences told by youths from "high hazard" slums and "nice" neighborhoods show harmful effects of glue-sniffing, use of "pep pills", goof balls, heroin and marijuana. Illustrates mental and physical damage caused by drug addiction, and concludes that an habitual user is eventually a loser.
GRADE LEVEL: E J S

LSD: TRIP TO NOWHERE
McGraw-Hill 1968
25' Color

1-31805

SYNOPSIS: Explores the reasons why psychedelic drugs are used and the problems caused by the use of LSD. Simulates an LSD trip as experienced by the narrator. Produced by ABC TV-News.
GRADE LEVEL: E J S

LSD-25
Professional Arts, Inc. 1967
27' Color

1-30687

SYNOPSIS: A documentary featuring LSD users and doctors, designed to convey the facts about the drug and its impact on youth. Dramatization, discussion and case histories combine to cause the viewer to answer "no" if the question of drugs comes up.
GRADE LEVEL: J S T

LSD: INSIGHT OR INSANITY
Bailey
28' Color

1-31731

SYNOPSIS: Documents the dangers of the unsupervised use of LSD. Explains what medical scientists know of the physiologic and psychologic effects of the drug. Points out that LSD does nothing for creativity--merely distorts perception and judgment, often with permanent and damaging results. Does not preach, but seeks to establish a sense of personal responsibility in young people by making them aware of the possible consequences of taking LSD.
GRADE LEVEL: J S

LSD: TRIP OR TRAP? 1-14079
Sid Davis Productions 1968
20' Color

SYNOPSIS: Two friends share many interests in common, but disagree when one is persuaded to experiment with LSD. Bob makes a study of the notorious drug, and what he learns causes him to try to reach Chuck and explain the danger involved to using LSD. However, Chuck's new friends interfere, and Bob fails to see him. Bob writes a letter to Chuck, explaining the negative effects of the drug; on his way to mail it, he encounters a grisly accident Chuck has had a recurrence of the LSD effects while driving and is dead.
GRADE LEVEL: J S T

THE MAD CHEMIST 1-05897
Professional Arts, Inc. 1969
10' Color

SYNOPSIS: Explores various drugs; heroin, marijuana, hallucinogens, barbiturates, and amphetamines. Points out that happiness is not found in any kind of pill, injection; or smoking drugs, as in the use of marijuana.
GRADE LEVEL: P E

MARIJUANA 1-31743
Avanti Films, Inc.
34' Color

SYNOPSIS: Teenagers, arrested at a marijuana party, give common challenges and arguments in behalf of use of marijuana. These arguments are answered by the teenagers themselves. Sonny Bono, of "Sonny and Cher" examines reasons some teenagers give for smoking "pot", and exposes these reasons for what they are. Arguments for and against use of marijuana are presented objectively and unemotionally; the accumulation of honest argument is allowed to speak for itself.
GRADE LEVEL: E J S

MARIJUANA: THE GREAT ESCAPE 1-10462
Bailey Film Associates
20' Color

SYNOPSIS: George Willis is a teenager interested in drag racing. He ignores the advice of someone he admires, a top professional driver, and experiments with marijuana. After his girl friend is persuaded by George to try it she is injured in a car accident and can't attend George's important race. George appears confident of winning, but the fimal scene involves him in a serious racing crash.
GRADE LEVEL: E J S

NARCOTICS AND KIDS
Sandler Institutional Films 1969
9' Color
1-05899

SYNOPSIS: A frank, open discussion between two young girls who are former drug-users and a group of sixth grade school children. Many factors of drug abuse are discussed, and the emotions and attitudes of drug users are covered.
GRADE LEVEL: E J

NARCOTICS: PIT OF DESPAIR
Film Dsit. Int'l.
28' Color
1-31609

SYNOPSIS: Points out the danger of becoming physically and emotionally dependent on drugs after even limited use: strives to instill a desire never to experiment with any drug, based on knowledge derived from accurate information. Describes the "Hype's" kit and the diseases that may be contracted--hepatitis, venereal and others. John Scott's addiction to heroin, his suffering and degradation, and finally admittance to a Federal hospital to be "dried out". He returns home with the false realization that when his problems become too difficult, only heroin will see him through.
GRADE LEVEL: J S

NARCOTICS: THE INSIDE STORY
Chas. Cahill & Associates 1967
AIMS, Vendor
12' Color
1-10383

SYNOPSIS: Presents positive applications of narcotics and drugs when administered by doctors for medical purposes. Show how experimenting with drugs and narcotics can seriously upset the central nervous system. Explores several narcotics, and gives examples of the damage each can cause; i.e., LSD can cause permanent brain damage, etc.
GRADE LEVEL: J S T

POT'S A PUT-ON
Professional Arts, Inc. 1969
10' Color
1-05895

SYNOPSIS: Designed for elementary and junior high school students, to help prevent the use of drugs. Uses irony, sarcasm, and ridicule to expose the folly of smoking marijuana.
GRADE LEVEL: E J

SEEKERS, THE
N.Y. Narcotics Education Dept.
30' Color
1-31719

SYNOPSIS: Covers the area of narcotics; its use, effects, addiction and control. Using a multitechnique approach in presenting information, psychedelic sound and lighting effects, actual filmed sequences, interviews and group discussions combine to make this one of the best of the Narcotic Education films.
GRADE LEVEL: J S

SNIFFY EXCAPES POISONING
Rex Fleming Productions
Perennial Education, Inc., Vendor
7' Color
1-05893

SYNOPSIS: Attempts to control accidental poisoning which continues to be a major hazard to pre-school and primary-grade children. Speaks directly to the child of this age in language they can understand and enjoy as Sniffy and his young friend give an effective but non-frightening warning about the dangers behind the medicine-cabinet door.
GRADE LEVEL: P E

SPEEDSCENE: THE PROBLEM OF AMPHETAMINE ABUSE
BFA 1969
17' Color
1-14088

SYNOPSIS: Offers evidence against use of amphetamines for other than medical reasons. Psychological dependency on these drugs may lead to use of other dangerous addictive drugs, such as heroin. Repeated intravenous injection of high dosage amphetamine, one form of which is called "speed" carries physical dangers of hepatitis, malnutrition, and even death, as well as the psychological problems inherent in the life-style of the "speed" culture and the user's inability to deal with his environment.
GRADE LEVEL: J S T

TEMPTED
Chas. Cahill & Associates, 1970
6' Color
1-05827

SYNOPSIS: During an average day at home and school, a sixth grade boy is exposed to many types of pills, alcohol, and other aspects normal in today's permissive society. At school, he picks up a bag of marijuana, accidently dropped; hides it in his room. Subtle effects of environmental exposure cause him to get the bag out later, examine its contents, and thus be tempted to experiment.
GRADE LEVEL: E J S

THE DISTANT DRUMMER: A MOVABLE SCENE
Airlie Film Production 1968
Nat'l. A/V Center; US General Services Adm.
22' Color
1-10398

SYNOPSIS: A serious look at some of today's young people and their use of hallucinogenic drugs. Includes quick visits to the hippies' favorite meeting place in San Francisco, New Orleans, and New York. Also explores the drug scene in London, Europe, the Middle East and the high Himalayas. Narrated by Robert Mitchum.
GRADE LEVEL: J S

THE DISTANT DRUMMER: BRIDGE FROM NOPLACE 1-13932
National Audio-Visual Center 1969
USA General Services Administration
22' Color

SYNOPSIS: Examines the present status of treatment for drug addiction, rehabilitation of addicts, and promising research projects. Narrated by Rod Steiger.
GRADE LEVEL: J S

THE DISTANT DRUMMER: FLOWERS OF DARKNESS 1-13693
National Audio-Visual Center 1969
USA General Services Administration
22' Color

SYNOPSIS: Traces history of opium to the present day use of heroin, the most destructive and highest-priced commodity in the world. Examines Asian usage, looks at the methods and procedures of organized crime trafficking the drug to U.S., and portrays its toll on the streets of America. Addicts in U.S. talk about their compulsion for drugs; experts describe methods of combatting the problem. Narrated by Paul Newman.
GRADE LEVEL: J S

THE HIGH: DRUGS AND YOU 1-14074
Coronet 1970
19' Color

SYNOPSIS: A personable student "pusher"; a teenager who graduates from marijuana to "speed" and "freaks out"; and another who tries "hard stuff" are among the realistic portrayals which give insights into the drug scene while avoiding a moralistic tone.
GRADE LEVEL: J S T

YOUR AMAZING MIND 1-10378
Alfred Higgins Production 1969
15' Color

SYNOPSIS: Describes the functions of the human mind, and how the carefully balanced thought process can be upset with substances either swallowed, smoked, or injected into the bloodstream. Barbiturates, amphetamines, "speed", glue, aerosol sprays, marijuana and LSD are among these, and can cause illness or death. Drugs are dangerous if misused, and should be prescribed only by a doctor. Interviews with young people point out that there is no sense in taking a chance with one's most valuable possession--the mind.
GRADE LEVEL: E J

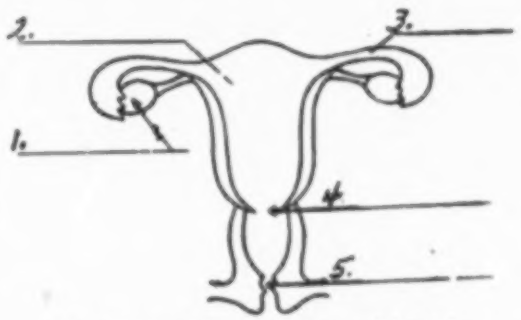
APPENDIX:

Chart A

Syphilis				
	Signs and Symptoms			
Incubation Period	Primary Syphilis	Secondary Syphilis	Latent Syphilis	Late Syphilis

Chart B

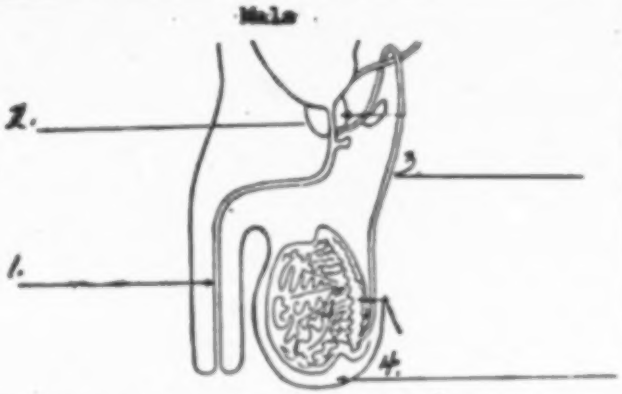
Female



Symptoms (if any) Complications

1.
2.
3.
4.
5.

Male



Symptoms (if any) Complications

1.
2.
3.
4.

Chart C

Name of disease or disorder	Effects of disease or disorder	Drug used to control and or cure	Effect drug has on disease or disorder

Chart D

Drug	System	Effects on system when drug is used as medicine (if any)	Effects on system when drug is abused

Chart E

Drug	Tolerance		Physical dependence		Psychological dependence	
	Yes	No	Yes	No	Yes	No

Chart F

Federal Laws	Restrictions for				Penalties for breaking the law
	making	selling	using	having	

Chart G

Effects of Tobacco			
System	Effects	Disease (if any)	End results

Chart H

Condition	First Aid Procedures	Precautions
Infection		
Bruises		
Shock		